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ABSTRACT

Reported in the manual are systems procedures to assess needs of educable mentally retarded (EMR) children and adults in three Florida counties in terms of EMR student and teacher assessment, EMR classroom programs, job opportunities, and services available, as a first step in developing a total curriculum. Described are the project's 3 year developmental plan, funding, staffing, and curriculum objectives (such as incorporation of physical skills, and social and vocational competencies from primary through high school levels). Explained are terminology, a flow chart (which shows event, activity number and description, staff member responsibility, and inception and completion dates), and the flow network. Discussed are activities for identifying the EMR population (included are such forms as a behavioral characteristics checklist, and social competencies scales for children and adults); for identifying and appraising teachers (included are a self appraisal form with 20 questions, and forms for observation of teachers); for obtaining information from employers on job requirements; for assessing the present curriculum (such as time EMR pupils spend in regular or EMR classes), for evaluating classroom environment (a checklist of equipment, instructional materials, and questions is included). Also presented are activities for assessing administrative support, school supportive services, and local agencies' support (form included). Briefly described are methods of summarizing information, of communicating with the public, and of evaluating the assessment operation. (For related information, see EC 052 198). (MC)

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A SYSTEMS PROCEDURE MANUAL

FOR

CONDUCTING A NEEDS ASSESSMENT

DEVELOPED BY

THE CURRICULUM DEVELOPMENT PROJECT FOR THE EDUCABLE MENTALLY RETARDED

Lake Butler, Florida

EC052 197

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A SYSTEMS PROCEDURE MANUAL

FOR

CONDUCTING A NEEDS ASSESSMENT

DEVELOPED BY
THE CURRICULUM DEVELOPMENT PROJECT FOR THE EDUCABLE MENTALLY RETARDED

Lake Butler, Florida

SERVING THE
SCHOOL DISTRICTS OF BAKER, BRADFORD AND UNION COUNTIES, FLORIDA

A Title VI-B Grant of
The Elementary and Secondary Education Act

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JULY
1972

Copies of this document may be obtained from the
Exceptional Child Section, Department of Education,
Tallahassee, Florida, 32304.

Acknowledgment of the project would be appreciated
when reproducing this document or any part thereof.

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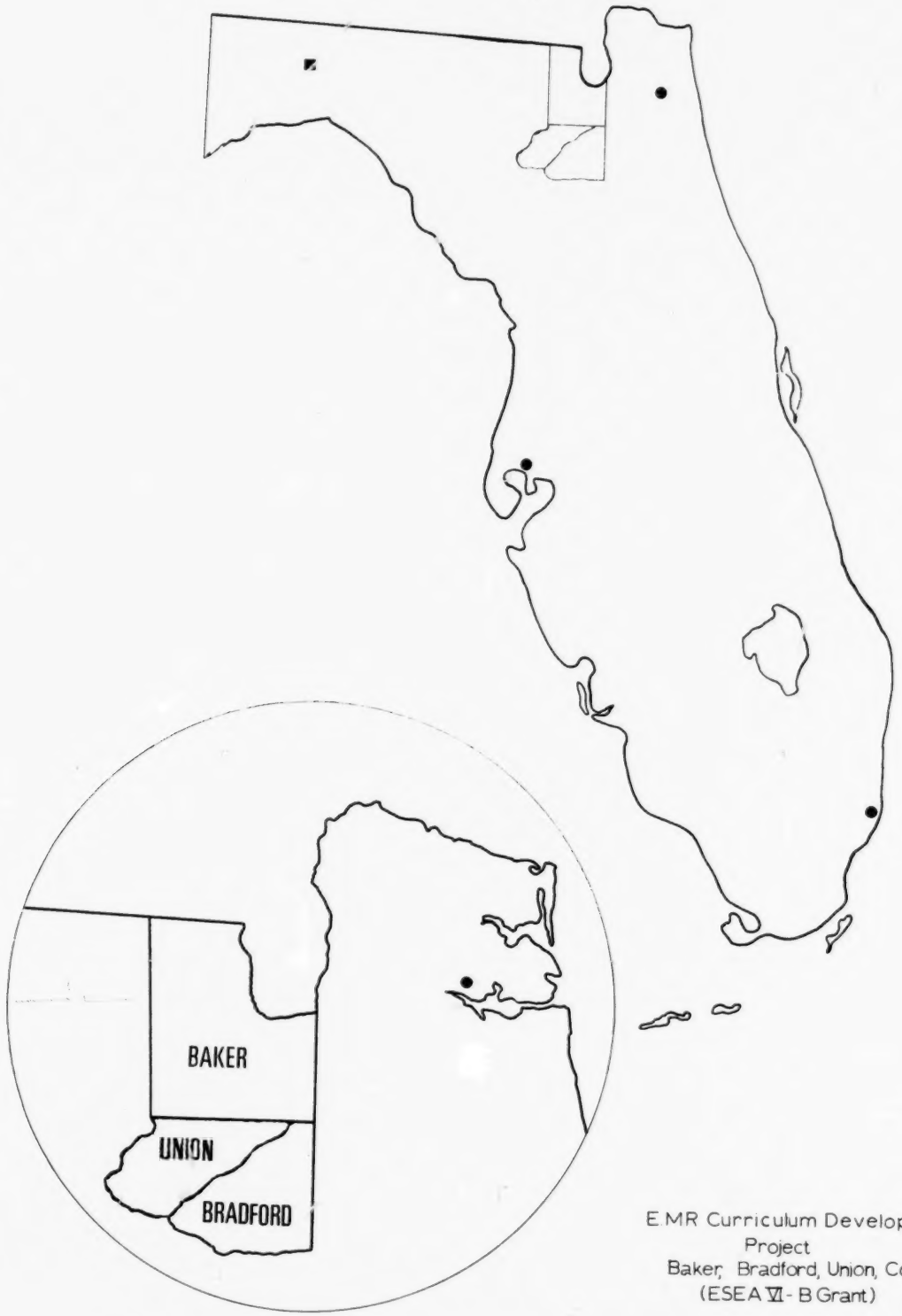
COUNTIES SERVED by E.M.R. CURRICULUM PROJECT



E.MR Curriculum Development
Project
Baker, Bradford, Union, Counties
(ESEA VI - B Grant)

DESCRIPTION OF CURRICULUM DEVELOPMENT PROJECT FOR THE EDUCABLE MENTALLY RETARDED

Only cursory examination of current academic programs for the educable mentally retarded students in the three school districts of Baker, Bradford and Union Counties is needed to expose a variety of curriculum gaps and duplication of efforts. County staff generalists are assigned to coordinate exceptional child programs. It follows that although these generalists are capable in many areas, they do not possess the expertise to provide good leadership and effective coordination. Training of students in occupational and social skills is provided in varying degrees by each district. As a result, the retarded students generally attempt to participate in their local working communities with some or no salable skills. In addition, their understanding of the importance of interpersonal relationships is minimal or completely lacking. While personnel attempt to provide the best programs possible, they have no way of knowing the results of their efforts with the general educational skills at their command. In short, little evaluation of programs is attempted during the course of the programs, and none at all is tried after the child has left the school environment.

An ESEA Title VI-B project proposal was prepared during the summer of 1971 and submitted to the Florida Department of Education with its title and goal: "The Development of a Sequentially Designed Functional Curriculum for the Educable Mentally Retarded in Three Rural Counties." The proposal was funded in the amount of $19,464 from the federal government, and an instructional unit was obtained from the Exceptional Child Section of the Florida Department of Education. The project was to be funded for three years pending the outcome of its annual evaluations and the writing of continuation grant proposals during each of the two successive years. The staff would be sponsored and housed by the School Board of Union County at its Curriculum Center.

In order to eliminate gaps and weaknesses in current programs and to comply with the project proposal, a full time curriculum specialist in mental retardation was hired who would obtain the services of consultants as needed. To date, consultants have provided advice for the content of the needs assessment and for the management and evaluation of the project. In addition, they are providing appropriate inservice training for teachers of the educable mentally retarded, thus bringing their leadership and expertise directly to the teachers.

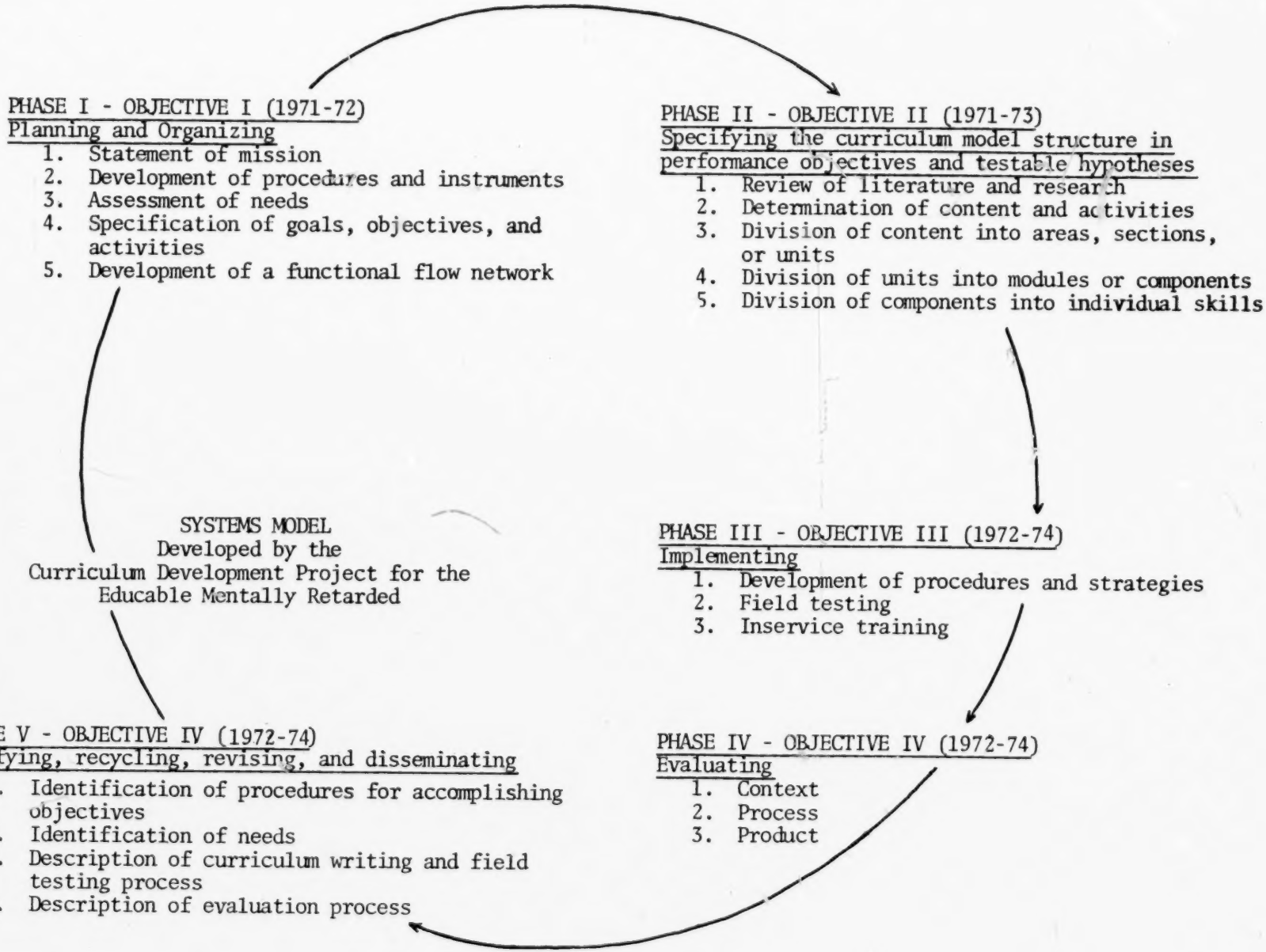
A systems model divided into phases (see following page) was developed for planning, implementing, and evaluating the project. The model utilizes a functional flow chart and network for each project objective and specifies the activity, time allocation, and personnel responsibilities for each activity. Four project objectives were delineated as follows:

I. To conduct a needs assessment of educable mentally retarded students, so that when these needs are fulfilled, they will be able to function adequately in the society of this locale.

II. To develop broad goals, a curriculum model, terminal and interim student objectives, specific criterion-based student instructional objectives, and suggested activities for the educable mentally retarded. They would cover basic and physical skills and social and vocational competencies in light of needs determined in Objective I. These student objectives developed by a teacher writing team would be divided into the four chronological levels of primary, intermediate, junior high, and senior high units.

III. To field test the student objectives and to conduct inservice training of teachers on understanding and using objectives along with suggested instructional materials and resources.

IV. To modify the curriculum in accordance with the data and evaluation obtained during and after the field testing and to write a curriculum guide for each district.


PHASE I - OBJECTIVE I (1971-72)
Planning and Organizing
1. Statement of mission
2. Development of procedures and instruments
3. Assessment of needs
4. Specification of goals, objectives, and activities
5. Development of a functional flow network
PHASE II - OBJECTIVE II (1971-73)
Specifying the curriculum model structure in performance objectives and testable hypotheses
1. Review of literature and research
2. Determination of content and activities
3. Division of content into areas, sections, or units
4. Division of units into modules or components
5. Division of components into individual skills
SYSTEMS MODEL
Developed by the
Curriculum Development Project for the
Educable Mentally Retarded
PHASE III - OBJECTIVE III (1972-74)
Implementing
1. Development of procedures and strategies
2. Field testing
3. Inservice training
PHASE IV - OBJECTIVE IV (1972-74)
Evaluating
1. Context
2. Process
3. Product
PHASE V - OBJECTIVE IV (1972-74)
Modifying, recycling, revising, and disseminating
1. Identification of procedures for accomplishing objectives
2. Identification of needs
3. Description of curriculum writing and field testing process
4. Description of evaluation process

Built into the project proposal were context, process, and product evaluations. The context evaluation provides a basis for stating the expected change due to the project participants' efforts by diagnosing and ranking problems and by determining needs to be met. The process evaluation assesses the extent to which procedures are operant as intended, and the product evaluation investigates the extent to which project and student objectives are being attained.

The curriculum specialist conducts the activities required by the project objectives, by the director, and by the coordinating committee, whereas the part-time director is responsible for managing the project. The part-time director plans procedures and activities and establishes the functional flow chart and network, with the assistance of the consultants and curriculum specialist and with the approval of the coordinating committee. In addition, he monitors activities, chairs the coordinating committee, and handles such administrative details as the expenditure of funds. A coordinating committee is composed of the project director, the curriculum specialist, and the administrator in each district responsible for exceptional child education. It serves as the policy-making body, acts on proposed procedures, activities, and budgets, and reviews all written reports and documents for publication. The committee may appoint consultants upon the recommendation of the project staff.

The project publishes a newsletter periodically for all participants, cooperating agencies, and other interested individuals. For demonstration purposes the project staff has prepared a slide presentation of its activities and has agreed to publish several documents. The following documents published to date are available through the Exceptional Child Section, Florida Department of Education, Tallahassee: Systems Procedure Manual for Conducting a Needs

Assessment, A Summary of Findings and Recommendations for Curriculum Development, Needs Assessment of the Educable Mentally Retarded in Baker, Bradford and Union Counties, and a Field Test Draft, Student Objectives for the Educable Mentally Retarded.

At present the staff is conducting those activities necessary to accomplish Objective II.

INTRODUCTION

The purpose of this publication is to report in detail the procedures used to accomplish a needs assessment in Baker, Bradford, and Union Counties. The completion of a needs assessment was the initial objective incorporated into the systems model design of the project. It was necessary to know the status of the three counties in terms of job opportunities, programs used in the E.M.R. classrooms, and services available so that a curriculum to be developed later would be relevant to the needs in this particular area.

In order to facilitate communication of ideas in this report, certain terminology should be explained. Systems model refers to the organizational design of the project. Incorporated into the systems model is the Program Evaluation and Review Technique (PERT). The PERT is of great value in helping clarify intermediate steps which must be followed before a goal may be reached. All activities deemed important for meeting an objective are identified and placed in a PERT flow chart. This flow chart is an outline containing the major events and activities of the objective, as well as naming who is responsible for carrying out each activity, the length of time anticipated for its completion (along with expected beginning and completion dates), and the actual dates when the activities were begun and completed. By examining the PERT flow chart, one may readily evaluate the appropriateness of the original time estimates. He may also infer where problems were encountered during the actual operation of activities. The PERT functional flow network is a diagram which graphically represents all of the activities of the flow chart. The activity numbers are placed along a time frame, with many activities usually occurring simultaneously. Each activity was color-coded on the flow network for this project's needs assessment phase to clarify the identity of the person or group responsible for its completion. The PERT flow chart and functional flow network for this project's needs assessment objective are included in one section of this document.

INITIAL ACTIVITIES

To anyone attempting to complete a needs assessment of E.M.R. programs and community resources, the task at first seems overwhelming. It quickly becomes apparent that a good organizational system is of utmost importance. Without definite structure to provide focus for its many activities, a needs assessment can fail.

Before the curriculum specialist in mental retardation was hired, the project director and curriculum content consultants planned a systems model approach for the project. It had been decided that the Project Evaluation and Review Technique (PERT) would be used. When the specialist began work, her first task was to become familiar with the PERT and to define her role as a specialist in three counties having no coordinator of exceptional child programs with background in special education. The consultants, project director, and specialist met several times and identified those activities which would be important for the completion of a needs assessment. When all activities had been agreed on, a basic outline of activities was presented to the coordinating committee. More activities were identified by the committee members, and a final outline was approved. The second week of planning involved the incorporation of the outline into a PERT flow chart. The evaluation and management consultant provided expertise in the preparation of the flow chart as well as of the PERT functional flow network. The flow network, based on the flow chart, was redrawn several times throughout the week before a final product was accepted. It was important that the time allocations for the activities be as realistic as possible so that the deadlines could be met. Otherwise, it would be quite possible for one to become a "slave" to the system, and this is, of course, undesirable. Once the entire flow network had been drawn, it was taken to a contracted commercial art student at the University of Florida to be reproduced.

While the PERT flow chart and flow network were being designed, the specialist established contacts with personnel who would be helpful to later project activities. Some were professional educators. A professor in vocational rehabilitation at the University of Florida was familiar with many of the problems involved in doing assessments of the E.M.R. population, especially with follow-up of students no longer in the program. She was concerned with the vocational needs of the E.M.R. students and how vocational rehabilitation and special education could work together most effectively to complete the jobs assessment and supportive services parts of the needs assessment.

Educators in the three-county area were contacted by the project director and the specialist. The principals of all schools having E.M.R. classes were contacted and briefly informed of project activities. The specialist would be making visits to the schools several times during the year, and she wanted to alert the principals to the purpose of her visits. The superintendents were also informed of the planned activities in their counties. It was very important that the superintendents approve of project plans since their support could open channels of communication throughout the school system and local county.

One of the consultants from the Florida Department of Education discussed and helped define the role of the E.M.R. curriculum specialist. It was decided that the specialist could offer county staff members and E.M.R. teachers assistance in problems related to her area of expertise, but that project activities would always take priority over these non-project related problems.

FUNCTIONAL FLOW CHART FOR NEEDS ASSESSMENT - PHASE I

EVENT NUMBER AND DESCRIPTION	ACTIVITY NUMBER	ACTIVITY DESCRIPTION	RESPONSIBILITY	DURATION (t_e)	EXPECTED START	EXPECTED COMPLETION (T_E)	EXPECTED COMPLETION (T_L)	SLACK (T_L-T_E)	ACTUAL START	ACTUAL COMPLETION
I. Assessment of Target Population	100-111 *(100-110)*	Identify present E.M.R. population	Coordinators	1 *(4)*	10-11	10-12	11-16	25	*(10-12)*	*(10-18)*
	(110-111)	*(Develop class population assessment and referral forms)*	*(Specialist)*	*(4)*					*(10-12)*	*(10-18)*
	111-112	Assess class populations by cumulative record review including additional handicaps	Specialist	5 *(2)*	10-12	10-19	11-24	25	*(10-18)*	*(10-20)*
	112-113	Observe in classrooms	Specialist	12 *(34)*	10-19	11-12	1-13	37	*(11-2)*	*(12-20)*
	111-114	Identify population of pupils no longer in E.M.R. programs	Coordinators *(Specialist, Special Services)*	3 *(82)*	10-12	10-18	12-28	45	*(10-18)*	*(2-9)*
	114-115	Assess jobs of population no longer in E.M.R. program who are employed	Specialist *(and Coordinators, Special Services)*	9 *(17)*	10-15	11-3	1-14	45	*(1-17)*	*(2-9)*
	114-116	Assess, through the E.M.R., teacher criteria for returning pupils to the regular school program	E.M.R. Teachers	5 *(39)*	10-15	10-28	1-14	49	*(10-18)*	*(12-10)*
	114-117	Report drop-out rate of pupils who leave before completing an E.M.R. program	Coordinators	3 *(82)*	10-15	10-26	1-14	51	*(10-18)*	*(2-9)*
	111-118	Distribute referral form to be filled out by all teachers, collect and compile random sampling from total referral population	Specialist	9 *(38)*	10-12	10-26	12-9	30	*(10-12)*	*(12-3)*

EVENT NUMBER AND DESCRIPTION	ACTIVITY NUMBER	ACTIVITY DESCRIPTION	RESPON-SIBILITY	DURATION (t_e)	EXPECTED START	EXPECTED COMPLETION (T_E)	EXPECTED COMPLETION (T_L)	SLACK (T_L-T_E)	ACTUAL START	ACTUAL COMPLETION
	112-119	Conduct standardized testing of a random sampling of the present E.M.R. population, if necessary	Specialist	27 *(13)*	10-19	12-7	1-17	25	*(1-10)*	*(1-27)*
	118-119	Conduct standardized testing of a random sampling of the total referral population	Specialist	18 *(13)*	10-25	12-13	1-24	25	*(1-10)*	*(1-27)*
II. Assessment of Teachers										
	100-121	Identify teachers of E.M.R. classes	Specialist *(and Coordinators)*	2 *(1)*	10-11	10-13	11-23	28	*(10-12)*	*(10-12)*
	121-122	Develop and distribute forms on which all teacher-centered data may be compiled	Specialist	11 *(28)*	10 13	10-28	12-10	29	*(10-13)*	*(11-22)*
	122-123	State teachers' philosophy of special education for the E.M.R.	E.M.R. Teachers	5 *(42)*	10-28	11-4	1-11	42	*(10-21)*	*(12-20)*
	122-124	Record educational level and training of E.M.R. teachers	Specialist *(and E.M.R. teachers)*	5 *(42)*	10-28	11-4	1-11	42	*(10-21)*	*(12-20)*
	122-125	Assess teacher competence by use of a form and a self-appraisal	Specialist and E.M.R. Teachers	18 *(41)*	10-28	11-23	1-11	29	*(11-2)*	*(1-12)*
	121-126	Assess teacher competence by use of a supervisory evaluation	Specialist and Coordinators	9 *(55)*	10-13	10-26	1-11	49	*(10-21)*	*(1-6)*

EVENT NUMBER AND DESCRIPTION	ACTIVITY NUMBER	ACTIVITY DESCRIPTION	RESPONSIBILITY	DURATION (t_e)	EXPECTED START	EXPECTED COMPLETION (T_E)	EXPECTED COMPLETION (T_L)	SLACK (T_L-T_E)	ACTUAL START	ACTUAL COMPLETION
	122-127	Conduct pupil evaluation of E.M.R. teacher by random sampling reactions	Specialist	5 *(34)*	10-28	11-4	1-11	42	*(11-2)*	*(12-20)*
III. Assessment of Community Job Opportunities										
	100-131	Identify all potential employers in community	Specialist's Secretary	10	10-11	10-25	12-6	28	*(10-18)*	*(11-8)*
	131-132	List all skills and qualifications required for potential jobs	Specialist's Secretary	10 *(67)*	10-11	11-8	12-20	28	*(11-8)*	*(2-9)*
IV. Assessment of Curriculum										
	(111-140)	*(Develop and distribute form for data concerning class time ratios)*	*(Specialist)*	*(2)*					*(12-16)*	*(12-20)*
	111-141	Report ratio of time spent by pupils in E.M.R. program to time spent in regular program activities and teacher-pupil ratio	Coordinators	3 *(19)*	10-12	10-15	1-10	54	*(12-20)*	*(1-14)*
	122-142	Describe present instructional sequence of goals and objectives of each E.M.R. class	E.M.R. Teachers	5 *(36)*	10-28	11-4	12-28	32	*(10-21)*	*(12-10)*
	122-143	Determine kinds and extent of instructional equipment available and in use in the E.M.R. classrooms	E.M.R. Teachers	5 *(36)*	10-28	11-4	12-28	32	*(10-21)*	*(12-10)*
	113-144	Determine prevailing instructional method per E.M.R. class	Specialist and E.M.R. Teachers	3 *(42)*	11-4	11-9	1-10	37	*(10-21)*	*(12-20)*

EVENT NUMBER AND DESCRIPTION	ACTIVITY NUMBER	ACTIVITY DESCRIPTION	RESPON-SIBILITY	DURATION (t_e)	EXPECTED START	EXPECTED COMPLETION (T_E)	EXPECTED COMPLETION (T_L)	SLACK ($T_L - T_E$)	ACTUAL START	ACTUAL COMPLETION
	122-145	Report pupil evaluation method	E.M.R. Teachers	5 *(36)*	10-28	11-4	12-28	32	*(10-21)*	*(12-10)*
	122-146	Report requirements concerning graduation from E.M.R. program	E.M.R. Teachers	5 *(36)*	10-28	11-4	12-28	32	*(10-21)*	*(12-10)*
	122-147	Differentiate between E.M.R. program activities and regular program activities	Specialist *(and E.M.R. Teachers)*	5 *(28)*	10-28	11-4	12-28	32	*(11-2)*	*(12-10)*
	122-148	Determine incidence of participation of E.M.R. class students in extracurricular activities available to the total school population	E.M.R. Teachers	5 *(36)*	10-28	11-4	12-28	32	*(10-21)*	*(12-10)*
V. Assessment of E.M.R. Classroom Facilities										
	149-151	Report allotted space in each E.M.R. classroom	E.M.R. Teachers	5 *(34)*	11-5	11-12	1-5	29	*(11-2)*	*(12-20)*
	149-152	Report equipment available in each E.M.R. classroom	E.M.R. Teachers	5 *(34)*	11-5	11-16	1-5	29	*(11-2)*	*(12-20)*
	149-153	Complete checklists of consumable items used frequently	E.M.R. Teachers	5 *(34)*	11-5	11-16	1-5	29	*(11-2)*	*(12-20)*
	149-154	List furniture in each E.M.R. classroom	E.M.R. Teachers	5 *(34)*	11-5	11-16	1-5	29	*(11-2)*	*(12-20)*
	149-155	Report on janitorial services	E.M.R. Teachers	5 *(34)*	11-5	11-16	1-5	29	*(11-2)*	*(12-20)*
	149-156	Report on bathroom, playground, and auditorium facilities	E.M.R. Teachers	5 *(34)*	11-5	11-16	1-5	29	*(11-2)*	*(12-20)*

EVENT NUMBER AND DESCRIPTION	ACTIVITY NUMBER	ACTIVITY DESCRIPTION	RESPON-SIBILITY	DURATION	EXPECTED START	EXPECTED COMPLETION		SLACK	ACTUAL START	ACTUAL COMPLETION
				(t_e)		(T_E)	(T_L)	(T_L-T_E)		
VI. Assessment of Administrative Support										
	(100-160)	*(Compile data sheet listing all administrative-oriented information needed)*	*(Specialist)*	*(2)*					*(10-12)*	*(10-14)*
	100-161	Identify all administrators	Coordi-nators	2 *(2)*	10-11	10-13	11-22	28	*(10-14)*	*(10-18)*
	161-162	State administrators' phil-osophies of special education as it relates to the E.M.R.	Coordi-nators	15 *(65)*	10-13	11-3	12-30	35	*(10-18)*	*(1-17)*
	161-163	Draft organizational chart and job description	Coordi-nators	15 *(43)*	10-13	11-3	12-30	35	*(10-18)*	*(12-16)*
	161-164	Report relationships of E.M.R. teacher with other personnel in administration	Coordi-nators	15 *(43)*	10-13	11-3	12-30	35	*(10-18)*	*(12-16)*
	161-165	Identify sources of special education funding	Coordi-nators	15 *(64)*	10-13	11-3	12-30	35	*(10-18)*	*(1-14)*
	121-166	Validate actual decision-making responsibilities of the E.M.R. teachers by reporting the kinds of meetings they attend and their interpreta-tions of how administrators regard them	E.M.R. Teachers	10 *(42)*	10-13	10-27	12-30	40	*(10-21)*	*(12-20)*
VII. Assessment of School Supportive Services										
	161-171	Describe pupil personnel services available in the schools	Specialist	21 *(34)*	10-13	11-11	12-29	28	*(11-2)*	*(12-20)*

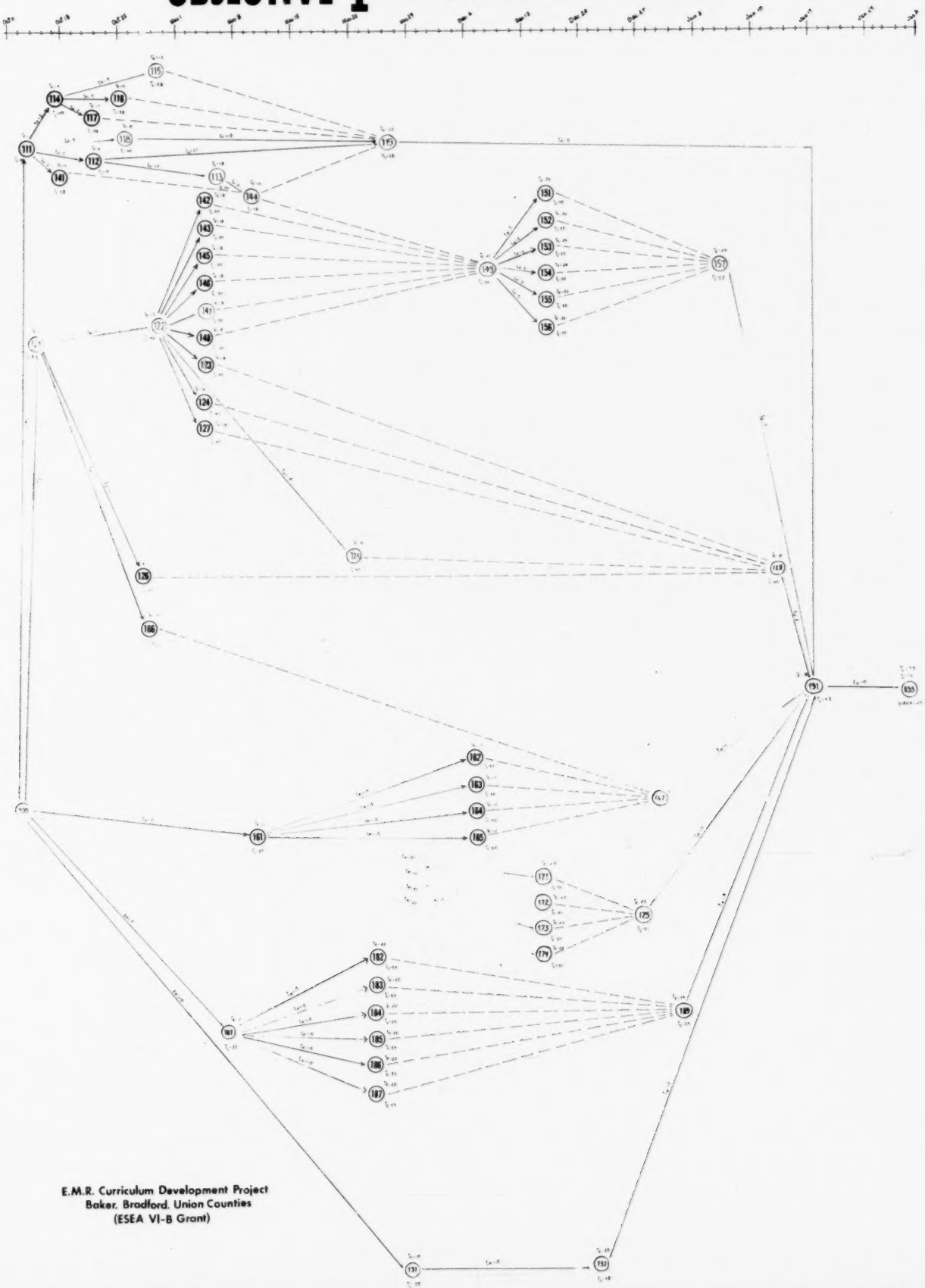
EVENT NUMBER AND DESCRIPTION	ACTIVITY NUMBER	ACTIVITY DESCRIPTION	RESPONSIBILITY	DURATION (t_e)	EXPECTED START	EXPECTED COMPLETION (T_E)	EXPECTED COMPLETION (T_L)	SLACK (T_L-T_E)	ACTUAL START	ACTUAL COMPLETION
	161-172	Describe other business services available in the schools	Specialist	21 *(34)*	10-13	11-11	12-29	28	*(11-2)*	*(12-20)*
	161-173	Describe other special education services available in the schools	Specialist	21 *(34)*	10-13	11-11	12-29	28	*(11-2)*	*(12-20)*
	161-174	Describe vocational training available in the schools	Specialist	21 *(34)*	10-13	11-11	12-29	28	*(11-2)*	*(12-20)*
VIII. Assessment of Local Agencies' Support										
	100-181	Identify local agencies' support available	Special Services Personnel *(and Coordinators)*	7 *(18)*	10-11	10-20	12-1	28	*(10-26)*	*(11-19)*
	181-182	Describe medical services	Special Services Personnel *(and Coordinators)*	15 *(18)*	10-20	11-10	1-4	32	*(10-26)*	*(11-19)*
	181-183	Describe vocational rehabilitation	Special Services Personnel *(and Coordinators)*	15 *(18)*	10-20	11-10	1-4	32	*(10-26)*	*(11-19)*
	181-184	Describe welfare services	Special Services Personnel *(and Coordinators)*	15 *(18)*	10-20	11-10	1-4	32	*(10-26)*	*(11-19)*

EVENT NUMBER AND DESCRIPTION	ACTIVITY NUMBER	ACTIVITY DESCRIPTION	RESPONSIBILITY	DURATION (t_e)	EXPECTED START	EXPECTED COMPLETION (T_E)	EXPECTED COMPLETION (T_L)	SLACK (T_L-T_E)	ACTUAL START	ACTUAL COMPLETION
	181-186	Describe parent involvement in E.M.R. educational activities and give a general description of PTA involvement by all parents	E.M.R. Teachers	15 *(36)*	10-20	11-10	1-4	32	*(10-21)*	*(12-10)*
	181-187	Describe non-profit organizational support	Special Services Personnel *(and Coordinators)*	15 *(18)*	10-20	11-10	1-4	32	*(10-26)*	*(11-19)*
IX. Completion of Final Project Report										
	119-191	Summarize findings of target population assessment	Specialist	5	11-29	12-6	1-17	25	*(1-3)*	*(2-28)*
	128-191	Summarize findings of E.M.R. teacher assessment	Specialist	3	11-23	12-6	1-17	25	*(12-13)*	*(2-3)*
	132-191	Summarize findings of the job opportunities assessment	Specialist	15	11-8	12-6	1-17	25	*(1-5)*	*(1-21)*
	157-191	Summarize findings of the E.M.R. curriculum and its implementation by use of the E.M.R. classroom facilities, equipment, and supplies	Specialist	8	11-12	12-6	1-17	25	*(12-13)*	*(1-21)*
	167-191	Summarize administrative support	Specialist	11	11-3	12-6	1-17	25	*(1-19)*	*(2-4)*
	175-191	Summarize school supportive services	Specialist	12	11-11	12-6	1-17	25	*(12-28)*	*(1-31)*
	189-191	Summarize local agencies' support	Specialist	9	11-16	12-6	1-17	25	*(12-28)*	*(1-31)*

EVENT NUMBER AND DESCRIPTION	ACTIVITY NUMBER	ACTIVITY DESCRIPTION	RESPON-SIBILITY	DURATION (t_e)	EXPECTED START	EXPECTED COMPLETION (T_E)	(T_L)	SLACK (T_L-T_E)	ACTUAL START	ACTUAL COMPLETION
	191-195	Complete writing of report on the needs assessment	Specialist	10	12-6	1-17	1-31	10	*(2-4)*	*(2-28)*
	(195-196)	*(Compile a manual of all project activities to be used as a basis for a procedural manual)*	*(Specialist)*	*(4)*					*(2-28)*	*(3-3)*
(X. Public Relations)										
	(100-192)	*(Attend meetings: employer coffee, visitation of job sites, school board meetings, children's committee meeting, etc.)*	*(Specialist)*	*(These activities were of continuous duration throughout the needs assessment phase.)*						
	(100-193)	*(Plan and/or attend workshops and conferences: teacher inservice workshops and state and regional conferences)*	*(Specialist)*							
	(100-194)	*(Prepare project newsletter and slide presentation)*	*(Specialist)*							

All events, activities, and descriptive data correspond to the PERT flow network for Objective I. Those events, activities, and descriptive data which are italicized represent the modifications made during the actual needs assessment procedure.

OBJECTIVE I– FUNCTIONAL FLOW NETWORK



E.M.R. Curriculum Development Project
Baker, Bradford, Union Counties
(ESEA VI-B Grant)

EVENT I

ASSESSMENT OF TARGET POPULATION

Activity 100 - 110 Identify present E.M.R. population

Each coordinator of Exceptional Child Education compiled an initial list of students in the E.M.R. classes. These lists were used to give a rough estimate of the scope of the children being served by the project. More detailed information concerning each child was collected at a later date.

Activity 110 - 111 Develop class population assessment and referral forms

In order to achieve a degree of consistency in the data collected for this activity, a standard form was made by the curriculum specialist. The class population form requested the student's name, birthdate, sex, grade, additional handicaps, and test scores and dates.

Referral forms were already in use in each county. In order to collect referrals for project purposes during later activities (see Activities 111-118 and 118-119 in this Event), the specialist designed a uniform referral form by combining parts of the three forms already in use. The referral forms were then distributed by the specialist in two of the counties. One county collected its own referral data. It was made clear to school principals that the referral information and scores from any screening tests which would later be given were for project use. However, the schools would be able to use the referral lists for their own processes of screening and class placement.

ESEA TITLE VI-B PROJECT
BAKER, BRADFORD AND UNION COUNTIES

I. CLASS POPULATION ASSESSMENT

County: Total Boys:_____

School: Total Girls:_____

Teacher: Total E.M.R.'s:____

Student Name	Birthdate	Sex	Grade	Additional Handicaps	Test Scores and Dates

ESEA TITLE VI-B PROJECT
BAKER, BRADFORD AND UNION COUNTIES

REFERRAL FORM FOR THE EDUCABLE MENTALLY RETARDED

County _____ School _____ Date of Referral _____

Full Name of Student _____ Birthdate _____

Age _____ Sex _____ Referred by _____

Parent's or Guardian's Name and Address _____

PLEASE COMPLETE ALL ITEMS

What are your main reasons for referring this student? (Please note: Students whose difficulties are caused primarily by environmental disadvantages are no longer eligible for Special Education. Please do not refer them.)

Does the child appear to have any visual or hearing disabilities? If so, describe.

Has the child repeated any grades? _____ Which one(s)? _____

Has this student been enrolled in a Special Education program before? _____ If so, where? _____

CHECK LIST OF BEHAVIORAL CHARACTERISTICS

Below are descriptions of behavior often shown by children. Please check each statement as it applies to this student: Never (very rarely); Occasionally; Often. One check for each statement.

	NEVER	OCCASIONALLY	OFTEN
1. Restless, fidgety, cannot sit still.			
2. Blows up, becomes irritable or excited, often loses control when unable to do what he wants.			
3. Appears to be miserable, unhappy or distressed.			
4. Disobeys or rebels against reasonable authority.			
5. Makes unusual or inappropriate responses during normal activities.			

	NEVER	OCCASIONALLY	OFTEN
6. Has difficulty communicating verbally.	____	_____	_____
7. Fights and quarrels with other children.	____	_____	_____
8. Is fussy and overparticular.	____	_____	_____
9. Exhibits tics, twitches or other mannerisms.	____	_____	_____
10. Stutters, stammers or exhibits other speech difficulties.	____	_____	_____
11. Tells lies.	____	_____	_____
12. Tends to be absent from school for trivial reasons.	____	_____	_____
13. Has difficulty following teacher directions and instructions.	____	_____	_____
14. Cooperates with requests for quiet, starting work, changing activities, etc.	____	_____	_____
15. Uses available school time efficiently.	____	_____	_____
16. Can concentrate long enough to complete tasks.	____	_____	_____
17. Hands in careless, inadequate and incorrect work.	____	_____	_____
18. Has difficulty in learning school subjects.	____	_____	_____
19. Participates in classroom discussion.	____	_____	_____
20. Becomes upset when faced with a difficult school problem or situation.	____	_____	_____
21. Shows enthusiasm toward school and learning activities.	____	_____	_____
22. Has to be forced or coaxed to work and play with others.	____	_____	_____
23. Tends to be fearful of new things or situations.	____	_____	_____
24. Shows concern for the needs and feelings of others.	____	_____	_____
25. Reacts well to helpful criticism.	____	_____	_____
26. Often complains of aches and pains.	____	_____	_____
27. Daydreams in class, doesn't appear to listen to directions.	____	_____	_____
28. Likes to be the center of attention in classroom activities.	____	_____	_____
29. Shows good physical coordination, performs smoothly in games of skill.	____	_____	_____

Referral Form - Page 3

Additional Comments:

RESULTS OF GROUP INTELLIGENCE TESTS

Date of Test	Name of Test	CA	MA	IQ	Verbal	Nonlanguage

RESULTS OF ACHIEVEMENT TESTS

Date of Test	Name of Test	Vocabulary Comprehension	Arithmetic Comperhension	Arithmetic Reasoning	Grade Placement

Screening Examination Results:

Psychological Examination Results:

Name _____ Age ___ County _____
Teacher_____ School_____

ESEA TITLE VI-B PROJECT
BAKER, BRADFORD AND UNION COUNTIES

SOCIAL COMPETENCIES SCALE
CHILDREN, AGES 3 - 12

Check the skills which the child consistently demonstrates.

I. Independent Functioning

A. Eating Skills

___ 1. Feeds self with spoon and fork - neatly.
___ 2. Uses table knife for cutting or spreading.
___ 3. Uses knife and fork correctly and neatly.
___ 4. Able to order a complete meal in restaurants.
___ 5. Drinks without spilling, holding glass in one hand.
___ 6. Eats soups and solids equally well.
___ 7. Chews food with mouth closed.
___ 8. Does not talk while eating.
___ 9. Uses napkin properly.
___ 10. Eats without dropping food on the floor.
___ 11. Does not play with food.

B. Bathroom and Cleanliness

___ 12. Never has toilet accidents.
___ 13. Washes hands without help, using soap.
___ 14. Flushes toilet after use.
___ 15. Washes face alone using soap.
___ 16. Dries self (well) alone.
___ 17. Able to adjust water temperature without help.
___ 18. Keeps self clean without being reminded (skin, nails, underwear reasonably clean).
___ 19. Applies tooth paste and brushes teeth, preferrably with up and down motion.
___ 20. Has good posture when standing, sitting, and walking.
___ 21. Combs and brushes hair well.
___ 22. Knows the difference between clothing for varying functions and weather conditions.
___ 23. Puts on clothes without help (buttons, zips, snaps, buckles, ties).
___ 24. Able to take off clothes without assistance.
___ 25. Able to tie and untie shoes alone.
___ 26. Can hang up clothes unaided.

C. General Independent Functioning

___ 27. Can go several blocks from school or home without getting lost.
___ 28. Can find his way around the school building without getting lost.
___ 29. Able to place local telephone calls without assistance.
___ 30. Able to use a pay phone.
___ 31. Able to use a telephone directory alone.
___ 32. Can answer a telephone politely and take a message.
___ 33. Knows how to deal with simple injuries, e.g., cuts and burns.
___ 34. Can go to a shop and specify one item.
___ 35. Can be sent on simple errands without a note.

II. Physical Development

___ 36. No difficulty seeing (with or without glasses).
___ 37. No difficulty hearing (with or without hearing aid).
___ 38. Able to balance on "tiptoe" while bending forward.
___ 39. Able to stand on "tiptoe" for ten seconds.
___ 40. Stands without support for ten or more minutes.
___ 41. Sits unsupported and with good posture.
___ 42. Walks unaided.
___ 43. Walks up and down stairs unaided.
___ 44. Can hop and skip.
___ 45. Able to jump by lifting both feet off the ground simultaneously.
___ 46. Can catch a ball.
___ 47. Can throw a ball overhand.
___ 48. Can run without falling often.
___ 49. Not spastic.

III. Sociability

___ 50. Uses phrases such as "please" and "thank you".
___ 51. Talks pleasantly during meals.
___ 52. Talks to others about sports, family, group activities, etc.
___ 53. Listens and can be reasoned with verbally.
___ 54. Is willing to help if asked.
___ 55. Offers assistance to others.
___ 56. Does helpful things for others.
___ 57. Wishes to please others.
___ 58. Shows interest in the affairs of others; is not indifferent.
___ 59. Takes care of others' belongings.
___ 60. Seems considerate of others' feelings.
___ 61. Knows the names of many people around him.
___ 62. Plays cooperatively or competitively with others in group games.
___ 63. Is an active and eager participant in group activities.
___ 64. Shares with others (material possessions).
___ 65. Is not overly jealous of the teacher's or aide's time when he/she is helping another person.
___ 66. Takes turns.
___ 67. Is not overly dependent upon the teacher (is not at the teacher's elbow constantly).
___ 68. Does not always have to be made to do things; has a sense of self-direction.
___ 69. Able to organize leisure time adequately, e.g., hobbies, watching television, listening to phonograph, etc.

IV. Responsibility

___ 70. Will pay attention to a task for at least fifteen minutes.
___ 71. Is able to complete a task without constant encouragement.
___ 72. Associates time on clock with various actions and events.
___ 73. Arrives on time for scheduled appointments, activities, school, etc.
___ 74. Very dependable - always takes care of personal belongings.
___ 75. Makes a special effort to carry out responsibility; one can be reasonably certain that the assigned act will be performed.
___ 76. Is a careful worker, not "sloppy" or careless.
___ 77. Stays with the task without frequent redirection.
___ 78. Never leaves place of required activity without permission.
___ 79. Is not absent excessively from routine activities (school).
___ 80. Returns to places where he is supposed to be after leaving, e.g. going to toilet, running errand, etc.

Name _____ Age___ County_____
Teacher_____ School_____

ESEA TITLE VI-B PROJECT
BAKER, BRADFORD AND UNION COUNTIES

SOCIAL COMPETENCIES SCALE
ADULTS, AGES 13 OR OLDER

Check the skills which the adult consistently demonstrates.

I. Independent Functioning

A. Eating Skills

___ 1. Feeds self with spoon and fork - neatly.
___ 2. Uses table knofe for cutting or spreading.
___ 3. Uses knife and fork correctly and neatly.
___ 4. Able to order a complete meal in restaurants.
___ 5. Drinks without spilling, holding glass in one hand.
___ 6. Eats soups and solids equally well.
___ 7. Chews food with mouth closed.
___ 8. Does not talk while eating.
___ 9. Uses napkin properly.
___ 10. Eats without dropping food on the floor.
___ 11. Does not play with food.

B. Bathroom and Cleanliness

___ 12. Never has toilet accidents.
___ 13. Washes hands and face with soap and water at appropriate times.
___ 14. Able to adjust water temperature when necessary without help.
___ 15. Flushes toilet after use.
___ 16. Bathes regularly.
___ 17. Keeps self clean without being reminded (skin, nails, underwear reasonably clean).
___ 18. Does nothave strong body odor.
___ 19. Applies toothpaste and brushes teeth with up and down motion.
___ 20. Teeth are clean and without unreasonable amount of decay.
___ 21. (For females) Cares for self completely for menstruation without assistance or reminder.
___ 22. Has good posture when standing, sitting, and walking.
___ 23. Clothes fit properly.
___ 24. Clothing is clean, pressed, and in good condition.
___ 25. Chooses appropriate clothing for formal and informal occasions, work and play, and various weather conditions.
___ 26. Able to dress and undress unassisted.
___ 27. Combs and brushes hair well.
___ 28. Does not wear an unusual or extreme hair style.
___ 29. Uses a moderate amount of perfume or makeup, (men - hair oil or cologne) when he/she wears it.
___ 30. Shaves frequently (women - shaves legs or underarms frequently).
___ 31. Wipes and polishes shoes when needed.
___ 32. Hangs up clothes or puts clothes away without being reminded.
___ 33. Can tie and untie shoes alone.

C. General Independent Functioning

___ 34. Knows his way around the immediate community without getting lost.
___ 35. Able to ride on train, plane, or long-distance bus independently.
___ 36. Able to use the telephone directory.
___ 37. Can place calls from a pay telephone as well as private telephone.
___ 38. Answers telephone politely and takes message.
___ 39. Knows postal rates, can buy stamps from Post Office.
___ 40. Knows how to deal with simple injuries, e.g., cuts, burns, and knows the values of various common medications.
___ 41. Knows how and where to obtain a doctor's or dentist's help.
___ 42. Knows about welfare facilities in the community.
___ 43. Is able to use banking facilities.
___ 44. Makes change correctly up to one dollar in coins and twenty dollars in bills.
___ 45. Shows some ability for budgeting money.
___ 46. Can go to several shops and specify different items.
___ 47. No major physical disabilities which hamper normal independent functioning.

II. Sociability

___ 48. Uses phrases such as "please" and "thank you".
___ 49. Is sociable and talks pleasantly at meals.
___ 50. Talks to others about sports, family, group activities, etc.
___ 51. Can talk another back into good humor.
___ 52. Listens and can be reasoned with verbally.
___ 53. Fills in main items on application form reasonably well.
___ 54. Is willing to help if asked.
___ 55. Offers assistance to others.
___ 56. Does helpful things for others.
___ 57. Wishes to please others.
___ 58. Shows interest in the affairs of others; is not indifferent.
___ 59. Takes care of others' belongings.
___ 60. Directs or manages the affairs of others when needed.
___ 61. Seems considerate of others' feelings.
___ 62. Is well informed about others, e.g., classmates, neighbors, etc.
___ 63. Plays cooperatively or competitively with others in group games.
___ 64. Initiates group activities (leader and organizer).
___ 65. Participates in group activities spontaneously and eagerly (active participant).
___ 66. Takes turns.
___ 67. Shares with others (material possessions).
___ 68. Does not try to tell others what to do (in a bossy manner).
___ 69. Does not demand service from others.
___ 70. Does not push others around or cause fights.
___ 71. Is not given to throwing tantrums.
___ 72. Does not manipulate others to get them in trouble.
___ 73. Does not interfere with others' activities, e.g., blocking passage, grabbing play equipment, etc.
___ 74. Does not use verbal threats of others or hostile language, e.g., "stupid jerk","idiot", etc.
___ 75. Is not overly jealous of the teacher's or aide's time when he/she is helping another person.

___ 76. Able to organize leisure time adequately, e.g., hobbies, watching television, listening to phonograph, etc.
___ 77. Does not exhibit inappropriate interpersonal manners.
___ 78. Respects person in authority.

III. Responsibility

___ 79. Is never late for scheduled appointments, activities, school, etc.
___ 80. Returns to places where he is supposed to be after leaving on an errand, going to toilet, etc.
___ 81. Does not disrupt a group activity by talking about unrelated topics, making loud noises, or acting up.
___ 82. Will pay attention to a task for more than fifteen minutes.
___ 83. Can tell time well enough to meet appointments.
___ 84. Is never late for work without good reason.
___ 85. Never leaves work station without permission.
___ 86. Is a careful worker, not "sloppy" or careless.
___ 87. Very dependable - always takes care of personal belongings.
___ 88. Makes a special effort to carry out responsibility; one can be certain that the assigned task will be performed.
___ 89. Stays with the task without frequent redirection.

Activity 111 - 112 Assess class populations by cumulative record review including additional handicaps

In order to complete a review of the E.M.R. class population, the form developed in Activity 110-111 was used. The specialist filled in as much information as she had gathered from the initial list of students the coordinators compiled. Then the specialist completed the forms when she made visitations to the E.M.R. classrooms. In certain instances, the E.M.R. teacher filled in pertinent information. Many times it was necessary to use the cumulative record files to find data.

A Social Competencies Scale was developed by the E.M.R. curriculum specialist to collect information concerning the E.M.R. students' social skills. The scale served as a supplement to other data instruments in giving background data of the pupils' functioning in society. It was felt that some E.M.R. teachers might wish to utilize this information as a basis for classroom instructional emphasis. Parts of the Social Competencies Scale were derived from the Adaptive Behavior Scale of Nihira, Foster, Shellhaas, and Leland. Teachers were responsible for completing a form for each child in the class, a task which proved to be more time consuming than was intended.

The names and number of children in each E.M.R. class changed constantly throughout the needs assessment, and so the specialist made several revisions of data tallies. It finally became necessary, however, to use January 1, 1972 as a final date for the summary of class populations. Any changes after that date were not considered in the summary.

Activity 112 - 113 Observe in classrooms

Observation in the E.M.R. classes served many purposes. When the specialist visited each school initially and was introduced to each principal by that county's coordinator, she was able to explain the purpose of the project. Later, when she returned to each school for the actual observation visit, the principals knew the specialist and the purpose of her visit. It was during these and later informal meetings with the principals that attitudes toward the special education program, especially E.M.R. services, were expressed.

The E.M.R. teachers had been informed of the project through county-wide meetings. Then the specialist visited each school to establish a date most convenient to the teacher for her to make a longer observation visit. The final visits were made throughout a period of a month and a half, a greater length of time than had been anticipated. One teacher was ill, meetings were announced unexpectedly, and out-of-town trips were taken by the specialist, all of which extended the visitation period. Each visit was planned to last for one-half day, and there were seventeen classrooms to visit.

Another advantage of visiting the schools themselves was that the teachers were in surroundings familiar to them. They were more at ease and could express such feelings about their situations as might not be revealed at larger meetings. Finally, the specialist could gain first-hand understanding of the variety of situations confronted by the project teachers, the facilities available to them, and the atmosphere of their classrooms.

Part of Activity 121-126 in this Event was accomplished during the specialist's visits and observations. That activity contains the evaluation form used by the specialist to record her observations.

Activity 110 - 114 Identify population of pupils no longer in E.M.R. programs

The school guidance counselors, vocational rehabilitation counselor, occupational specialist, and E.M.R. teachers were asked to list all students from the past two years who had been dropped from the E.M.R. rolls. Once lists were compiled, the specialist, with the counselor's assistance, determined where the students were now placed.

Follow-up was required on students who had returned to the regular class and on those who had graduated. The follow-up of students who had dropped out of school was completed to meet requirements for Activities 114-115 and 114-117 located in this Event.

Activity 114 - 115 Assess jobs of population no longer in E.M.R. program who are employed

A survey was conducted of students known to be employed when the job assessment activites were completed. The specialist took copies of the San Francisco Vocational Competency Scale, published by the Psychological Corporation, to each employer and requested that the scales be completed on each student employed and returned as soon as possible. Most of the forms were returned quickly. An item analysis was then performed so that deficient areas could be detected and corrected in the curriculum to be developed.

When the Vocational Scales were taken to the employers, the specialist briefly explained the intent of the project. She was careful not to over emphasize that the person employed had been classified as an E.M.R. in school.

This activity started much later than was originally planned. The specialist had intended for the occupational specialist or vocational rehabilitation counselor to do this follow-up work, but she had to do the visitations and interviews herself.

Activity 114 - 116 Assess, through the E.M.R., teacher criteria for returning pupils to the regular school program

When the specialist made observation visits to the E.M.R. classrooms, she talked with the teachers about various aspects of the program as it functioned in their schools. Much of the content of these interviews can be found in Event IV. Questions concerning the return of pupils to regular classes were asked of teachers and coordinators. The accomplishment of this activity was dependent upon the completion of the observations, Activity 112-113 located in this Event.

Activity 114 - 117 Report drop-out rate of pupils who leave before completing an E.M.R. program

For the completion of this activity, as with Activity 110-114 of Event I, the coordinators were asked to list the names of all pupils who had been dropped from the rolls of the E.M.R. classes of the previous two years. Once these lists were compiled, the specialist determined why the pupils had withdrawn. She talked with the E.M.R. teachers and school services personnel in the three counties, but it was not possible to gather information on all of the drop-outs.

Activity 111 - 118 Distribute referral form to be filled out by all teachers, collect and compile random sampling from total referral population

The distribution of referral forms has been described in Activity 110-111 located in this event.

Every classroom teacher was given the opportunity to refer students by a certain deadline. Once all referrals had been collected in each school, they were returned to the project office by the county coordinators. The collected referrals were stacked randomly according to school, with every fourth form being selected for standardized testing. Thus, twenty-five percent of the total referral population were tested.

Activity 112 - 119 Conduct standardized testing of a random sampling of the present E.M.R. population, if necessary

This activity, together with the following Activity 118-119, was actually conducted at a much later time than was originally scheduled. The reason for its delay was that evaluators from the University of Florida did the testing for the project. Because most evaluators were graduate students certified to use the instruments they were assigned, the testing schedule had to be coordinated with the university academic calendar. Since such coordination had not been considered, this activity was delayed.

The specialist collected all of the referrals and class rolls from each project school. Twenty-five percent of the referrals and ten percent of the students on the class rolls were randomly selected. Folders were then made for each child to be tested. Each folder contained available background data on the child, the completed Social Competency Scale on the child presently enrolled in an E.M.R. program, the referral form for the child not in special education, and all test forms for the tests to be administered to that child, with birthdate, grade, and other pertinent information already listed on the test answer forms. Folders were also made for students who might be used as alternates if any subjects were absent on the test date.

Throughout the first few months of the needs assessment the specialist and content consultants planned the testing strategy. Two weeks before the testing date the specialist gave to that consultant organizing the evaluators a list of all tests to be administered and the number of pupils to be given each test. It was then determined how many evaluators would be needed and how they would be paid for their services.

The day before the testing date the specialist met with the seven certified evaluators. At this meeting the folders were distributed and the evaluators oriented to the testing procedures and locations.

Before the evaluators went to the schools, the specialist made arrangements with the principals or guidance counselors to prepare the pupils. Testing rooms were designated and the teachers notified that their students would be called out of class. When the evaluators arrived at the schools, arrangements had been made so that the testing could be done as efficiently as possible.

Once all of the testing had been completed, the results were compiled by the consultant who had been in charge of the evaluation group. He wrote a summary sheet for each pupil tested, stating results of the tests administered and making placement recommendations. Finally, a report was written summarizing the findings of all the tests and making general statements about the appropriateness of referrals being made, the major deficiencies of E.M.R. children already in the special education classes, and the major weaknesses apparent in all of the children tested. The format for the summary sheet is included with this report. With the completion of this activity the summary of target population assessment was written.

Activity 118 - 119 Conduct standardized testing of a random sampling of the total referral population

Since this activity was completed in conjunction with Activity 112-119 in Event I, that description applies to both activities.

FORMAT

Summary and Conclusions of Pupil Assessment

I. Purpose for Testing and Identification of Personnel

II. Tests Utilized

A. Wechsler Intelligence Scale for Children

B. Peabody Picture Vocabulary Test

C. Wide Range Achievement Test

D. Illinois Test of Psycholinguistic Abilities - Visual Closure and Auditory Closure Subtests

E. Basic Concept Inventory

III. Procedure

IV. Findings

V. Summary and Conclusions

EVENT II

ASSESSMENT OF TEACHERS

Activity 100 - 121 Identify teachers of E.M.R. classes

The coordinator of each county listed the names of all E.M.R. teachers and the schools to which they were assigned.

Related to this activity was the introduction of the project to the E.M.R. teachers. As soon as the teachers had been identified and their addresses listed, the specialist wrote them concerning the project. A sample letter is included with this report. The letter was followed by the visits described in Activity 112-113 located in Event I.

CURRICULUM DEVELOPMENT PROJECT
FOR THE
EDUCABLE MENTALLY RETARDED
POST OFFICE BOX 797
LAKE BUTLER, FLORIDA 32054
904-496-4001

JOSEPH J. MARINELLI
DIRECTOR

PAMELA S. HARRINGTON
E.M.R. SPECIALIST

October 15, 1971

Dear

As you may already know, your county is involved in a federal E.M.R. curriculum development project, funded by ESEA Title VI-B. The purpose of the project is to develop a sequentially designed functional curriculum which will help to eliminate some of the existing gaps and weaknesses in the present E.M.R. program. As the E.M.R. specialist, I will be responsible for coordinating the writing of the new curriculum. In order to develop a truly relevant curriculum--that is, one that is relevant to your county's needs--it is important that we be able to make a thorough assessment of the status of all E.M.R. programs.

You will be involved in the first phase of the three-year project in several ways. First of all, information is needed about you, your class, and your curriculum. The most efficient way this can be accomplished is by the use of questionnaires and interviews. You will receive brief, self-explanatory questionnaires during the next few months to be filled out and returned. The date due for each form will be indicated. Please complete them with the most current information you have available, and please be frank with your answers. All information will be kept confidential and will be useful to me only as a basis for a new curriculum to be developed next spring.

We would also like to arrange for a day agreeable to both of us when I can visit you and become more familiar with your class and your curriculum. In order for me to attempt to write a curriculum that can be useful to you, it is important for me to gain an understanding of your functions in regards to the rest of your school.

The development of a sequentially-designed curriculum is a team effort, utilizing the resources of teachers like yourself, supervisors, and consultants. This is the only way I feel we can develop a good, effective curriculum. Put as much time as you feel you can afford into your participation. I am looking forward to working with each of you as the year progresses and to sharing our thoughts, problems, and ideas with each other.

Sincerely yours,

(Mrs.) Pamela S. Harrington
E.M.R. Project Specialist

PSH/jld

Activity 121 - 122 Develop and distribute forms on which all teacher-centered data may be compiled

The teacher-centered forms were developed by the specialist in a short time. The major concern was to develop as few a number of forms as possible so that the teachers would not feel overburdened in completing them.

The Teacher Information form, Curriculum Assessment form, and the General Information section of the Teacher Appraisal were composed entirely by the specialist. The Curriculum Assessment form may be found in the Event II section of this manual.

Content of some items on the Teacher Self-Appraisal and Teacher Appraisal forms was taken from a research bulletin published by the Florida Educational Research and Development Council. The title of this bulletin is "Social Dimensions of the Self as an Open System: A Curriculum Design - Strategies for Implementation." The author, Virginia M. Macagnoni, copyrighted her research findings in 1970. Persons wishing to study the entire Macagnoni document will find it on pages 34-40 of FERDC bulletin, Volume 5, Number 2, Summer, 1969.

The forms were distributed over an extended period of time to avoid overloading the teachers with all of the forms at once. Usually two forms would be mailed or delivered, and after two weeks the specialist would collect them and leave two more. Several forms were involved in addition to those required for Event II. Most of the others are included in Event IV.

ESEA TITLE VI-B PROJECT
BAKER, BRADFORD AND UNION COUNTIES

County: Date Due:
School:
Teacher:

II. TEACHER INFORMATION

1. What was your last degree and when did you receive it?

2. Briefly state your philosophy of education concerning the educable mentally retarded.

3. Briefly list your sequence of goals or objectives for this year. That is, what do you hope to accomplish with your EMR class in terms of academic, vocational and/or social skills?

4. What kinds of meetings do you attend that pertain to your role as an EMR teacher?

5. How do you feel the administrators regard you in your role as an EMR teacher? (You might include your ideas about how much decision-making power you have, their general opinion about special education, and any other indications of administrative attitudes.)

6. How do you feel the other teachers on your faculty regard you in your role as an EMR teacher?

County:
School:
Teacher:

ESEA TITLE VI-B PROJECT
BAKER, BRADFORD AND UNION COUNTIES

Date Due:

III. TEACHER SELF-APPRAISAL

Read the following statements. Put a check under the column you feel best applies to you.

Key
Column (1) = I Do Very Well
Column (2) = I Do Fairly Well
Column (3) = I Do Adequately
Column (4) = I Need Improvement
Column (5) = Doesn't Apply

You feel that you:

	Columns				
	(1)	(2)	(3)	(4)	(5)
1. Create a warm and supportive environment in which each individual can feel accepted.					
2. Influence individuals to perceive that it is worthwhile to accept each other.					
3. Influence student-to-student relationships based upon a realistic understanding of each other.					
4. Make the effort to see each individual as he really is.					
5. Communicate the feeling that each individual is of worth.					
6. Communicate the feeling that each individual can develop more worth.					
7. Communicate a feeling of trust.					
8. Know what your trusting behaviors are (know <u>how</u> you communicate a feeling of trust).					
9. Influence students to express themselves in real ways.					
10. Perceive yourself as an adequate person.					
11. Are careful not to tune people out.					
12. Listen well.					
13. Realize that you cannot get another person's view while you are expressing your own.					
14. Are aware of the effects of your non-verbal behavior upon students.					
15. Are able to relate your classroom instruction to your students' real concerns and experiences.					
16. Influence students to become more aware of their values.					

	Columns				
	(1)	(2)	(3)	(4)	(5)
17. Help your students to set goals for their lives which are based upon realistic expectations.					
18. Enhance your students' powers of sensing.					
19. Influence your students to know when to be dependent upon others.					
20. Are confident in your own use of language.					
21. Are a good model.					
22. Use stated goals to guide you in the selection of curriculum content.					
23. Relate the goals in your curriculum to the school's overall goals.					
24. Challenge your students without overwhelming them with your curriculum content.					
25. Are familiar with a wide variety of methods from which you can choose as you manage students, content, time, space, media.					
26. Use methods related to your life style.					
27. Are acquainted with the techniques of behavior modification (i.e. precision teaching, operant conditioning, enhancement of self-concept, etc.)					
28. Are successful in managing groups of various sizes.					
29. Are able to engage in cooperative teaching.					
30. Use a wide range of media in your teaching.					
31. Get things done within planned time.					
32. Are flexible in the use of time.					
33. Maintain good discipline in the classroom under normal conditions.					
34. Receive adequate stimulation to develop professionally.					
35. Maintain open channels for communication with your supervisors.					
36. Participate in functions of the school not necessarily related directly to Special Education.					

County:
School:
Teacher:

ESEA TITLE VI-B PROJECT
BAKER, BRADFORD AND UNION COUNTIES

V. TEACHER APPRAISAL

General Information - - - E. M. R. Class

1. What is the general atmosphere in the classroom? Are the kids happy? What is going on?

2. What kinds of jobs do the teachers anticipate the pupils being able to find when they leave school, if any?

3. What is the prevailing instructional mode of the teacher?

4. What are the differences between the EMR program activities and the regular program activities?

County:
School:
Teacher:

ESEA TITLE VI-B PROJECT
BAKER, BRADFORD AND UNION COUNTIES

Date:

V. TEACHER APPRAISAL

A. WORK PLANNING AND EXECUTION	Acceptable	Needs Improvement	Not Observed
1. Are his plans in evidence?			
2. Are his plans adaptable to changing circumstances?			
3. Are his objectives clear?			
4. Is the content of instruction up to date and accurate?			
5. Does the material meet a variety of individual differences?			
6. How well does he give instructions?			
7. Are the methods appropriate to the learner goal?			
8. Does he use a wide variety of teaching media?			
9. Does he have a wide variety of methods from which he can choose as he manages students, content, time, space, media?			
10. Are materials correlated with learning activities--coordinated in scope and function?			
11. How well does he give assignments?			
12. How well does he follow through to assure the assignments are carried out?			
13. Is there a good balance of different activities, such as motor (physical) development, academics, social skills, vocational trainings?			
14. Is consideration given to learning activities outside of the confines of the classroom?			
15. Does he relate content of material to the pupils' real concerns in their world.			

B. RELATIONSHIPS	Acceptable	Needs Improvement	Not Observed
1. Students: How well does he -			
a. Encourage pupil-pupil help?			
b. Encourage new forms of pupil self-expression?			
c. Encourage pupil discipline by using a variety of effective behavior control techniques?			
d. Encourage pupils to accept themselves and others in a variety of situations?			
e. Encourage pupil self-motivation?			
f. Involve all pupils in classroom activities?			
g. Appraise and constructively criticize pupils?			
h. Demonstrate a positive attitude toward his pupils?			
i. Encourage pupil self-understanding of his assets and liabilities?			
k. Create interest in and enthusiasm for the subject?			
l. Acknowledge and reward appropriate student responses?			
m. Reward divergent thinking?			
n. Use rewards and punishment consistently?			
o. Establish appropriate reward and punishment contingencies?			
p. Provide enough progress checks so that a pupil knows where he is going?			

ESEA TITLE VI-B PROJECT - BAKER, BRADFORD AND UNION COUNTIES

V. TEACHER APPRAISAL

	Acceptable	Needs Improvement	Not Observed
B. RELATIONSHIPS			
2. Others: How well does he -			
a. Cooperate with others as a "member-of-the-team"?			
b. Demonstrate a constructive attitude toward his work?			
c. Demonstrate a constructive attitude toward parent-community activities and relationships?			
C. CLASSROOM FUNCTIONING			
1. Within limits available, is the room "decoration" appropriate for the variety of disabilities among the pupils (e.g., stimulating for the retarded, neutralized for brain-damaged, modified for physically handicapped)?			
2. Does the general atmosphere in the room encourage student self-expression?			
3. Is there a variety of facilities appropriate for the age, sex, interests of the pupils?			
4. Does the teacher provide for effective transition from one activity to another?			
5. Is the teacher successful in managing groups of various sizes?			
6. Is a majority of pupil behavior task oriented?			
7. Does the teacher maintain a record of pupil performance?			
8. Is most of the activity pupil centered?			

	Acceptable	Needs Improvement	Not Observed
D. KNOWLEDGE			
1. How good is his command of the subject matter?			
2. How well does he keep up-to-date in trends, methods, materials in Special Education?			
3. Is he a consumer of research?			
4. How well does he organize and apply his knowledge?			
5. How well does he review major ideas throughout the lesson and relate present learning experiences to previous and future experiences?			
6. How well does he capitalize on his own unique style and human properties?			
E. PERSONAL CHARACTERISTICS			
1. Is his appearance such that it is not distracting to the pupils nor does it interfere with the class functioning?			
2. Does he have a sense of humor?			
3. Has he demonstrated a high degree of dependability (punctuality and attendance)?			
4. Does he have due consideration for the rights, feelings, and welfare of others?			
5. Is he able to handle constructive criticism and praise equally well?			

Activity 122 - 123 State teachers' philosophy of special education for the E.M.R.

Information needed for the completion of this activity was collected on a form developed previously in Activity 121-122 of Event II. The duration of the activity was longer than anticipated because the forms having this information were collected during the specialist's observation visits. Since observation visits were delayed by a number of factors, the completion of this activity was also delayed.

Once all of the individual philosophies had been collected, the main ideas were tallied. A general philosophy was then derived and stated in a summary book.

Activity 122 - 124 Record educational level and training of E.M.R. teachers

Since the same procedure was followed for this activity as for Activity 122-123 in Event II, that activity should be consulted for a description.

Activity 122 - 125 Assess teacher competence by use of a form and a self-appraisal

The self-appraisal form developed as part of Activity 121-122 in this Event was used by the specialist to obtain information concerning the teacher's self-images as E.M.R. teachers. This data would serve as a comparison to the teacher appraisals made by the specialist during her visits. Any inadequacies revealed by teachers could be corrected by inservice training sessions. The specialist could use the data as a basis for her interpersonal relations with the teachers.

The teachers were given the self-appraisal form to complete and then to return by mail to the specialist. Results of each question were tallied on a master form, and conclusions based upon the findings were recorded.

Activity 121 - 126 Assess teacher competence by use of a supervisory evaluation

Coordinators of the E.M.R. program in each county were asked to evaluate each E.M.R. teacher under their direction. Their evaluations were reported in narrative fashion. Upon receiving all of the evaluations, the specialist chose salient points in each report and made a tally sheet, indicating positive and negative comments.

Activity 122 - 127 Conduct pupil evaluation of E.M.R. teacher by random sampling reactions

This activity was completed during the visitation period. Originally, the intent was that each E.M.R. teacher ask several of his pupils to make critical remarks concerning the teacher's methods. After reconsidering this procedure, however, it was decided that there would be no way of validating the results, and that the teachers might resent being "put on the spot".

The activity was eventually completed by the specialist asking questions randomly of class members when she made her visitations. She chose several students and asked such questions as: "Do you like the things you do in this class?" and "Is what you're learning important to what you want to do when you get out of school?" Of course, the questions varied, depending upon the class level. The specialist was especially interested to know if the students were happy in their activities and to learn of their career aspirations.

EVENT III

ASSESSMENT OF COMMUNITY JOB OPPORTUNITIES

Activity 100 - 131 Identify all potential employers in community

Event III was one of the most important parts of the needs assessment. Which jobs would be available for graduating E.M.R. students would determine much of the curriculum content, especially at the pre-vocational and vocational levels.

Preliminary lists were compiled of potential employers in each county. These lists mostly included names of employers who would cooperate with project functions. These initial lists of employers were expanded by use of the telephone directory and the input from other professionals in the counties.

The specialist composed and sent a letter to randomly selected employers. After several days the specialist called each employer and asked for his assistance in assessing jobs in the community. In one county visits were made by the specialist to the employment sites. In another county employers attended a coffee, held at the school board offices, to discuss any problems they might have with their employees. Ideas were requested as to the type of vocational training E.M.R. students should receive while in school.

Employers, vocational counselors and teachers, and vocational rehabilitation personnel all cooperated throughout the completion of this activity. All were crucial to the job assessment process. The vocational counselor in one county was already assessing job opportunities, and she was willing to provide her information for the project.

Activity 131 - 132 List all skills and qualifications required for potential jobs

Once Activity 100-131 had been completed, descriptions were written for each job listed. Using the Peterson and Jones Guide to Jobs for the Mentally Retarded (Revised Edition), the skills required and tasks involved in each job were described in detail. The specialist added those social and personal attributes required of an employee in each job area.

EVENT IV

ASSESSMENT OF CURRICULUM

Activity 111 - 140 Develop and distribute form for data concerning class time ratios

Although this activity was not included on the original flow chart, the coordinators were requested to report, for each E.M.R. class in their counties, the time children spent in the special class and in other classes. After it became apparent that some confusion existed as to how this information should be reported, the specialist made the time ratio questionnaire included in this section. The time ratio questionnaire is further described in the following Activity 111 - 141.

Activity 111 - 141 Report ratio of time spent by pupils in E.M.R. program to time spent in regular program activities and teacher-pupil ratio

Even after the development of a time ratio questionnaire in the previous Activity 111-140, there remained the problem of reporting time ratios in junior and senior high classes. Hours of time spent in subjects and activities other than in the special education classroom were reported. When the specialist compiled a tally of the hours for all of the secondary level classes, the totals became difficult to manage. On the final summary of time spent out of the E.M.R. class, the specialist merely checked those areas to which the students devoted most time.

Activity Number 111-141 Report ratio of time spent by pupils in EMR program to time spent in regular program activities

QUESTIONNAIRE

(Please complete one form per school)

COUNTY _____

SCHOOL _____

TEACHER _____

CLASS LEVEL (Check one)

_____ Primary (Grades 1-3)
_____ Intermediate (Grades 4-6)
_____ Elementary (Grades 1-6)
_____ Jr. High (Grades 7-9)
_____ Sr. High (Grades 10-12)

CLASS ORGANIZATION (Check one)

_____ Full time class
_____ Part time groups
_____ Resource room
_____ Other: _____

CLASS ACTIVITIES

1. Average time per day class members spend with EMR group _____ hours

2. Average time per day class members spend with students and teachers other than the EMR class as a unit and EMR teacher _____ hours

3. If the EMR student spends time out of the EMR class, where is he and for how long?

Academic areas:

_____ hours in English
_____ hours in Reading
_____ hours in Math
_____ hours in Social Studies
_____ hours in Science
_____ hours in History
_____ hours in Civics

Non-academic areas:

_____ hours in Homeroom
_____ hours in Lunch
_____ hours in Physical Education/Sports
_____ hours in Music
_____ hours in Art
_____ hours in Home Economics
_____ hours in Industrial Arts
_____ hours in Drivers' Education
_____ hours in Club meetings

4. Summary

Hours per day in EMR class _____
Hours per day out of EMR class - academic areas _____
Hours per day out of EMR class - non-academic areas _____

(Above should equal) Total hours in school per day _____

GENERAL COMMENTS

1. In general, how much integration of EMR students into the regular school program would you say there is in this school?
   _____ Much
   _____ Some
   _____ Little
   _____ None

2. If there is not a great deal of integration of EMR students into the regular school program, do you feel it would be accepted by the faculty and principal at this school if a careful program were worked out?
   _____ Yes, definitely
   _____ Probably
   _____ Possibly with good arguments
   _____ Probably not

3. In what areas could student integration best be achieved at this school?

Activity 122 - 142 Describe present instructional sequence of goals and objectives of each E.M.R. class

The form used to collect this information was developed during Activity 121-122 in Event II. The teachers were asked to return the Teacher Information form by mail to the specialist. The actual completion date was dependent upon the receipt of all summary forms, and because one or two teachers were slow in returning their forms, the completion date was delayed.

Activity 122 - 143 Determine kinds and extent of instructional equipment available and in use in the E.M.R. classrooms

Since this activity was completed by using the Curriculum Assessment (developed during Activity 121-122 of Event II but included in this section of the procedure manual), that activity should be consulted for a complete description of procedure.

Activity 113 - 144 Determine prevailing instructional method per E.M.R. class

The specialist felt that a description of the instructional method used in each classroom would be important to the needs assessment. On the Curriculum Assessment form the teachers were asked to report the instructional method they used most frequently. In addition, the specialist recorded on the Teacher Appraisal form the types of teaching methods she observed during her visitations. A comparison was later made between the methods listed by the teachers themselves and those methods actually employed, during the specialist's visits.

Activity 122 - 145 Report pupil evaluation method

This information was collected by means of the Curriculum Assessment form developed during Activity 121-122 of Event II. That activity description should be consulted for a complete account of procedure.

Activity 122 - 146 Report requirements concerning graduation from E.M.R. program

Information for this activity was collected on the Curriculum Assessment form developed in Activity 121-122 of Event II. Its completion was contingent on the return of that form by all teachers.

Activity 122 - 147 Differentiate between E.M.R. program activities and regular program activites

Information for this activity was collected on the Curriculum Assessment form developed during Activity 121-122 of Event II.

Activity 122 - 148 Determine incidence of participation of E.M.R. class students in extracurricular activities available to the total school population

This information was provided by the teachers when completing the Curriculum Assessment form. Activity 121-122 of Event II should be consulted for a procedure description.

County:
School:
Teacher:

ESEA TITLE VI-B PROJECT
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Date:

IV. CURRICULUM ASSESSMENT

1. What is your most frequently used instructional method? (lecture, small group instruction, individual direction, class participation and demonstration, etc.)

2. How are grades reported for the EMR students? If report cards are used, how is the fact that the child is in an EMR class designated (or is it)?

3. (For senior high EMR units only) What requirements must an EMR student meet before being permitted to graduate? Are these requirements different from those for a student in the regular school program?

4. How much participation in regular school extracurricular activities is there by EMR students? If there is some, what is the nature of the extracurricular activities they participate in?

5. How much parent involvement in the school and EMR class activities is there? In general, is it more or less than the support given to PTA and other school functions by <u>all</u> the parents of the total school population?

6. What instructional equipment do you use most frequently?

7. What kinds of instructional equipment would you use if you had it?

EVENT V

ASSESSMENT OF CLASSROOM ENVIRONMENT FOR LEARNING

Activity 149 - 151 Report allotted space in each E.M.R. classroom

In order to gather all information pertaining to the physical environment of the E.M.R. classroom, the specialist developed the Materials Checklist during the completion of Activity 121-122 of Event II. Since a complete classroom inventory is time-consuming, the checklist format was designed to facilitate the task. Information for all of the activities in Event V was gathered on the Materials Checklist. The checklists were collected during the specialist's observation visits; therefore, the actual start and completion dates coincide with the observation dates from Activity 112-113 of Event I.

County: Date Due:
School:
Teacher:

ESEA TITLE VI-B PROJECT
BAKER, BRADFORD AND UNION COUNTIES

VI. MATERIALS CHECKLIST

A. Equipment and Supplies Checklist

Below is a list of equipment which might be included in the curriculum to be developed. Check each item as to its availability to you and your EMR class.

		Available	Unavailable
1.	Phonograph		
2.	Tape recorder		
3.	Slide projector		
4.	Filmstrip projector		
5.	Movie projector		
6.	Language master		
7.	Hoffman reader		
8.	Overhead projector		
9.	Cassette player/recorder		
10.	Screen		
11.	Headsets and/or listening station		
12.	Radio		
13.	Television		
14.	Stove with oven		
15.	Refrigerator		
16.	Hotplate		
17.	Language Development Kits (e.g. Peabody, Ginn) *Kind _____		
18.	Math Development Kit *Kind _____		
19.	Power tools *Kind _____		
20.	Mirror		
21.	Hair dryer		
22.	Dishwasher		
23.	Garbage disposal		
24.	Iron		
25.	Ironing board		
26.	Clothes washer		
27.	Clothes dryer		
28.	Sink(s)		
29.	Hand tools (e.g. hammer, saw) *Kind _____		
30.	Tumbling-type mats		
31.	Physical coordination equipment (e.g.balance beam, jump ropes, balls, rocking board) *Kind _____		
32.	Auditory trainer		
33.	Camera - still photos (e.g. Polaroid, 35 mm) *Kind _____		
34.	Movie camera		
35.	Duplicator		
36.	Xerox-type copier		
37.	Video tape machine		

County:
School:
Teacher:

B. Instructional Materials

Check the materials used frequently:

___ 1. Frostig program for perceptual development
___ 2. Physical coordination program (e.g. Move-Grow-Learn, Webster kit, Kephart program)
*Kind _____
___ 3. Games
*Kind _____
___ 4. Educational-type toys
*Kind _____
___ 5. Social curriculum materials (e.g. Yeshiva)
*Kind _____
___ 6. Library books
___ 7. Records
___ 8. Reading development kit, program or series (e.g. Sullivan, Rebus Readers, Open Highways, Phono-visual, and Distar)
___ 9. Science kit or supplies
*Kind _____
___ 10. Sandpaper letters and numbers
___ 11. Mathematics program (e.g. Cuisiennaire, Distar)
*Kind _____
___ 12. Language program (e.g. Peabody, Distar)
*Kind
___ 13. Vocation-oriented materials
___ 14. Globe and maps

C. Furniture

Indicate the number of the following in your room.

___ 1. Teacher desk
___ 2. Student desks (if individual)
___ 3. Chairs
___ 4. Tables
___ 5. Filing cabinet
___ 6. Bookcase
___ 7. Other furnishings:

D. Supplies

Check the consummable supplies used frequently.

___ 1. Crayons
___ 2. Paste or glue
___ 3. Pencils
___ 4. Scissors
___ 5. Rulers
___ 6. Mimeo-type paper
___ 7. Ditto masters
___ 8. Overhead transparencies
___ 9. Photographic supplies (e.g. film, flash bulbs)
___ 10. Felt-tip pens
___ 11. Construction paper
___ 12. Carbon paper
___ 13. Ball point pens
___ 14. Writing (lined) paper
___ 15. Tissue paper
___ 16. Masking tape
___ 17. Cellophane tape
___ 18. Tape recorder tapes (not already programmed)
___ 19. Charts (lined, for teacher use)
___ 20. Chalk

E. General Questions

1. Do you use any consummable items as rewards, such as candy, trinket prizes, and if so, what do you use most frequently?

2. Do you feel the instructional materials you have available and use are meeting the needs of your pupils?

3. By rough estimate, what is the size of your room or area, in square feet?

4. Do you feel you are aware of the various materials that are available for use in an EMR class?

5. What janitorial service do you receive for your classroom maintenance?

6. What bathroom, playground and auditorium facilities are available for your class' use?

Activity 149 - 152 Report equipment available in each E.M.R. classroom

Information for the completion of this activity was collected on the Materials Checklist developed during Activity 121-122 of Event II, and so that activity description should be consulted for additional data.

Activity 149 - 153 Complete checklists of consumable items used frequently

Information for the completion of this activity was collected on the Materials Checklist developed during Activity 121-122 in Event II, and so that activity description should be consulted for additional data.

Activity 149 - 154 List furniture in each E.M.R. classroom

Information for the completion of this activity was collected on the Materials Checklist developed during Activity 121-122 in Event II, and so that activity description should be consulted for additional data.

Activity 149 - 155 Report on janitorial services

Information for the completion of this activity was collected on the Materials Checklist developed during Activity 121-122 in Event II, and so that activity description should be consulted for additional data.

Activity 149 - 156 Report on bathroom, playground, and auditorium facilities

Information for the completion of this activity was collected on the Materials Checklist developed during Activity 121-122 in Event II, and so that activity description should be consulted for additional data.

EVENT VI

ASSESSMENT OF ADMINISTRATIVE SUPPORT

Activity 100 - 160 Compile data sheet listing all administrative-oriented information needed

To complete this activity the specialist listed all the activities which would be the coordinators' responsibility. She then wrote each coordinator a letter, including in it the list. Once the coordinators knew exactly what information was required of them, it was not difficult for them to collect it.

Activity 100 - 161 Identify all administrators

The coordinators tabulated all of the administrators in their counties and then returned the lists to the project office.

Activity 161 - 162 State administrator's philosophies of special education as it relates to the E.M.R.

The three county coordinators selected the statement of philosophy page from their Annual County Plan for the Provision of Special Education Program for Exceptional Children and Youth. In addition to this official statement of philosophy, the specialist wanted an expression of attitude toward special education from some administrators. When she made her observation visits to the schools, she talked with the principals, attempting to gain some insight into how they felt about the E.M.R. programs in their schools.

Activity 161 - 163 Draft organizational chart and job description

The coordinators used their school district organizational charts to complete this activity. The extended duration time represents the delay they encountered because of their other duties while working on project activities.

Activity 161 - 164 Report relationships of E.M.R. teacher with other personnel in administration

For the completion of this activity each coordinator submitted the school district's organizational chart which illustrated the teacher's position of authority in relation to other personnel. The specialist also questioned the coordinators in an attempt to ascertain what real power the teachers had in making decisions affecting their classes.

Activity 161 - 165 Identify sources of special education funding

The three county coordinators were responsible for reporting the sources of special education funding. It took them longer to complete the activity than was anticipated, and the specialist was unable to get the precise information she wanted. Her goal was to discover the amount of money available to each unit, but the response she received was descriptive of a more general funding procedure.

This activity was accomplished by the specialist and director identigying the major sources of funds. The specialist then consulted each coordinator to identify additional funding sources which might be unique to each county.

Activity 121 - 166 Validate actual decision-making responsibilities of the E.M.R. teachers by reporting the kinds of meetings they attend and their interpretations of how administrators regard them

The organizational chart illustrating the E.M.R. teacher's position in the decision-making process was collected from Activity 161-164 in this Event. The specialist was also interested in learning how the teachers regarded themselves as decision-makers. By responding to two questions in particular on the Teacher Information form, developed during Activity 121-122 from Event II, teachers described how much power they felt they had. All pertinent responses were tallied. The specialist received some feedback from teachers by orally questioning them during her observation visits. The completion of this activity depended on the collection of the Teacher Information forms by the specialist during her visitations. Because the visits took longer than expected, this activity was completed later than had been anticipated.

EVENT VII

ASSESSMENT OF SCHOOL SUPPORTIVE SERVICES

Activity 161 - 171 Describe pupil personnel services available in schools

This activity, as well as eight of the next nine activities, was completed by use of a form. In order to organize the information concerning services available in each school, the specialist constructed a General Information on Schools form which she took to each school for the teacher observation visit. After talking with the teachers, the specialist had gathered most of the required information. The remaining data was received from either the coordinators or the principals of the schools.

The general information questions served as a useful tool for initiating discussion between the specialist and the principals. Through these conversations attitudes toward special education and the E.M.R. classes, in particular, were revealed by the principals. In addition, the specialist was able to inform support services personnel that the E.M.R. program was actively assessing their needs and resources.

Once all information sheets had been completed by the specialist, all data was condensed into one tally sheet to facilitate comprehension. The General Information form is included with this Event.

Activity 161 - 172 Describe other business services available in the schools

The same procedure was followed for this activity as for Activity 161-171 in Event VII, and so that activity should be consulted for a description.

Activity 161 - 173 Describe other special education services available in the schools

The same procedure was followed for this activity as for Activity 161-171 in Event VII, and so that activity should be consulted for a description.

Activity 161 - 174 Describe vocational training available in the schools

The same procedure was followed for this activity as for Activity 161-171 in Event VII, and so that activity should be consulted for a description.

County:
School:

ESEA TITLE VI-B PROJECT
BAKER, BRADFORD AND UNION COUNTIES

General Information - Schools

List available -

1. Pupil personnel services:

2. Other business services:

3. Other special education services:

4. Vocational training:

5. Local agencies support:

6. Medical services:

7. Vocational rehabilitation:

8. Welfare services:

9. Non-profit organizational support:

EVENT VIII

ASSESSMENT OF LOCAL AGENCIES' SUPPORT

Activity 100 - 181 Identify local agencies' support available

In general, the same procedure was followed for this activity as for Activity 161-171 in Event VII. Reference may be made to that activity for a description. An additional task which the specialist completed for this particular activity number was to attend a county committee meeting composed of representatives from various local service organizations. Ministers and school services personnel also attended the meeting. The specialist formulated ideas about the range of services in that county as well as a list of all local services available. Some service organizations served more than that one project county. The federally-funded services were often multi-county concerns.

Activity 181 - 182 Describe medical services

The same procedure was followed for this activity as for Activity 161-171 in Event VII. Reference should be made to that activity for a description.

Activity 181 - 183 Describe vocational rehabilitation

The same procedure was followed for this activity as for Activity 161-171 in Event VII. Reference should be made to that activity for a description.

Activity 181 - 184 Describe welfare services

The same procedure was followed for this activity as for Activity 161-171 in Event VII. Reference should be made to that activity for a description.

Activity 181 - 186 Describe parent involvement in E.M.R. educational activities and give a general description of PTA involvement by all parents

Information necessary for the completion of this activity was gathered on the Curriculum Assessment form developed during Activity 121-122 located in Event II. Reference should be made to that activity for a more complete description of activities.

The specialist summarized the findings gathered on the Curriculum Assessment forms.

Activity 181 - 187 Describe non-profit organizational support

The same procedure was followed for this activity as for Activity 161-171 in Event VII. Reference should be made to that activity for a description.

EVENT IX

COMPLETION OF FINAL PROJECT REPORT

Activity 119 - 191 Summarize findings of target population assessment

In general, all of the activity descriptions may be summarized similarly. Once all of the data had been collected in Event I, the tally sheets and all additional data were condensed into one final summary. The summary contained a resume of findings and some recommendations concerning the class population-related portion of the E.M.R. programs. This summary was used as a portion of the manual of project activities which was developed at the completion of Objective I, or the Needs Assessment.

Activity 128 - 191 Summarize findings of E.M.R. teacher assessment

All data collected during Event II was condensed into a summary written by the specialist. Tallies were used to make narrative reports of the teacher assessment. In most cases, summaries of each activity were written in addition to one short summary for the entire event.

Activity 132 - 191 Summarize findings of the job opportunities assessment

Most of this event consisted of the job description list. A short summary was written by the specialist, however, describing the activities the specialist assumed in order to complete the job assessments.

Activity 157 - 191 Summarize findings of the E.M.R. curriculum and its implementation by use of the E.M.R. classroom facilities, equipment, and supplies

The specialist used tally sheets as part of the completion of this activity. She also summarized the findings from the forms used to gather information concerning the E.M.R. curriculum and its implementation.

Activity 167 - 191 Summarize administrative support

The specialist briefly described her procedure for the completion of Event VI. Each activity was then summarized by either a narrative report or a tally sheet.

Activity 175 - 191 Summarize school supportive services

Description of activities and summaries for both this activity number and the following Activity 189-191 were completed together. Tally sheets provided data for the summary of available services.

Activity 189 - 191 Summarize local agencies' support

Activity 175-191 should be consulted for a description.

Activity 191 - 195 Complete writing of report on the needs assessment

Rather than write an account of the summary reports, the specialist compiled all of the summaries and information form tallies, as well as pictures taken during visitations and other meetings, into a large presentation book. This book was used as a concise description of project activities when evaluators arrived to appraise the project. Later, information included in the presentation book became the basis for this procedure manual.

This activity could have been deleted from the flow chart since it consisted mainly of compiling a manual to be used as a basis for this procedural manual, as described in the following Activity 195-196.

Activity 195 - 196 Compile a manual of all project activities to be used as a basis for a procedural manual

All of the activity descriptions, pictures, charts, and summaries were assembled in the presentation book and then copied. These copies were bound into soft-cover volumes and used by the project evaluators as a supplement to their investigative visitations. After the evaluation and management consultant had assessed this document, suggested modifications were completed by the specialist.

The specialist then used a revised functional flow chart and wrote activity descriptions for those activities missing them. The reporting style was also modified to make the document more practical for general use as a manual. Once all of the activity descriptions had been written, the copy was edited by a contracted person. The final revised copy was sent to a publisher, printed and bound for dissemination.

EVENT X

PUBLIC RELATIONS

Activity 100 - 192 Attend meetings: employer coffee, visitation of job sites, school board meetings, children's committee meeting, etc.

The project specialist and director found that there were meetings throughout the needs assessment phase that provided opportunities for the dissemination of information about project activities. Both attended a school board meeting in one county where the purposes of the project were explained and future activities were described. Such civic organizations as the children's committee (described in Activity 100-181 of Event VIII) and the Rotary Club were also informed of the project purpose to bring awareness that E.M.R. children were receiving attention.

In addition to attending the conferences described in the following Activity 100-193, the specialist met with and joined several committees. One such group was the steering committee of the Title III project "Prescriptive Curriculum in Physical Education for the Mentally Retarded" which is housed in Lake City. A sharing between the two projects could be beneficial to both. The specialist was appointed to the State Task Force on E.M.R. Curriculum Model Development. The Task Force would meet at several meetings scheduled during the year. Again, sharing ideas between the two agencies could be beneficial for all concerned.

Many of the meetings which the specialist attended were arranged by her in order to complete various activities on the flow chart. A coffee for employers was held in one county so that several employers from the community could share their feelings about the vocational training of E.M.R. students. Some employers made committments to provide expertise in the future establishment of a work-study program in the high school E.M.R. classes. Employers were also visited at their job sites for prearranged meetings.

The specialist and director were responsible for scheduling coordinating committee meetings regularly throughout the needs assessment. An agenda was always prepared so that most efficient use could be made of the coordinators' time. Numerous additional meetings were scheduled with the consultants whenever significant steps were to be taken toward the completion of the needs assessment.

Activity 100 - 193 Plan and/or attend workshops and conferences: teacher inservice workshops and state and regional conferences

The specialist attended two conferences of the Council for Exceptional Children. The first was a regional conference in Memphis, Tennessee, where special education programs for sparsely populated areas were discussed. The other conference was the Florida Council for Exceptional Children state convention held in Jacksonville. The convention included a slide presentation describing the project's needs assessment activities.

One three-county inservice workshop was held in the fall. The specialist spent several days in planning the afternoon workshop, notifying company representatives of date and place, arranging the location, and gathering necessary materials. Teachers were invited and arrangements made for them to get substitutes for their classes. Representatives from two companies exhibited materials. Teachers demonstrated effective classroom materials and shared ideas for making inexpensive materials for their classrooms.

The specialist attended county meetings for special education teachers at which she summarized project activities and served as an interested party to county plans for the E.M.R. programs.

Activity 100 - 194 Prepare project newsletter and slide presentation

One of the major ongoing activities of the needs assessment phase of the project was not included on the original functional flow chart. This was the creation of a slide presentation explaining the project and describing the activities of Objective I. The specialist took her camera everywhere: visiting teachers, attending meetings, and interviewing employers. Unfortunately, her photographic abilities were limited, especially at first, but the quality of the slides gradually improved. In addition, the dialogue was written and revised at least four times. Since the dialogue had to be approved by all concerned, the specialist travelled to each county, showing the tentative program to superintendents and coordinators. The project purchased a machine which would play a taped dialogue and synchronize it to the showing of slides. This machine was extremely useful after the specialist learned to operate it and record all of the synchronization controls. The salesman from whom the equipment was purchased helped the specialist assemble the final presentation. The illustrative artwork in some of the slides was done by a commercial art student at the University of Florida who was contracted with project funds. The functional flow networks and other charts were printed by him.

The newsletter ECHO was created as a means of communicating items of interest to all special education teachers in the three counties. Each month she included items that all special education teachers could find informative and interesting. News concerning local and state Council for Exceptional Children meetings was incorporated because many of the teachers were interested in joining their professional organization but were never told when the meetings were held. The specialist tried to include ideas from the teachers in every issue, as well as books of note and classroom management suggestions.

The first issue of ECHO required the most preparation since a name had to be chosen, a plate for the heading made, a format established, and a mailing list compiled. Issues were printed on a mimeograph machine, but the offset press was used for the printing of the heading.

EVALUATION OF NEEDS ASSESSMENT OPERATION

The systems model approach to a needs assessment provides a means of immediate evaluation at any time during project activities. By comparing the expected dates to actual dates, one can readily assess the efficiency of operation. This type of evaluation was conducted throughout the needs assessment by the director and specialist.

Three people appointed by the Exceptional Child Section of the Florida Department of Education made evaluation visits to the project office at the end of the needs assessment phase. By means of their observations, interviews with project personnel and teachers, and examination of project documents, these evaluators assessed the project operation. Their reports were filed with the Department of Education with copies sent to the project office.

The project evaluation and management consultant completed a thorough review of the needs assessment phase. Throughout the assessment phase operation the specialist kept in close communication with the consultant by sending to him copies of all material developed for project use, including forms, flow charts, and slide presentation copy. The specialist also kept a daily log of her activities so that the consultant could evaluate the procedures followed.

CONCLUSION

It was the intention of the project staff that this procedure manual would serve as a guideline for those conducting a needs assessment of a program for the educable mentally retarded. However, elements of the manual should provide guidance for an assessment of other educational programs as well. The systems model approach provides a sound organizational design for planning, implementing, and evaluating any curriculum. The ordering of events and activities graphically presented in the functional flow chart and network and explained in detail throughout the manual should be helpful to anyone entering into such a venture.